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ABSTRACT

This paper describes a project conducted to strengthen consumer and homemaking education programs in economically depressed, urban areas of New Jersey by increasing the competence of home economics educators. The project focused on meeting the needs of school-age pregnant and parenting students. Objectives included identification of relevant home economics content and skills; development of a field-test edition of a curriculum guide; and presentation of workshops to build the competence of home economics educators. Objectives were achieved based on the products developed and self-evaluations completed by workshop participants. Home economics content and skills were identified and incorporated into modules in the curriculum guide along with appropriate reading, writing, and mathematics skills; 10 modules were developed for the field test edition of the curriculum guide. Appendixes that comprise half the report provide the following: names and addresses of project staff, consultants, advisory committee members, and workshop leaders; a survey of workshop participants; publicity, recruitment, and registration forms; a questionnaire for high school students and three sets of evaluation forms; and a field test response form. (Author/LL)

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FINAL REPORT ON:

URBAN CURRICULUM RELEVANCE THROUGH TEACHER DEVELOPMENT

CONTRACT NO: 88002088 FY 1988

CONDUCTED BY: Department of Home Economics
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DURATION OF PROJECT: September 1, 1987 - June 30, 1988

DATE: June 30, 1988

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PROGRAM IDENTIFICATION

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PROGRAM CODE: E - Consumer and Homemaking Education

CONTRACT NUMBER: 88002088 FY 1988

PROGRAM NAME: Urban Curriculum Relevance Through Teacher Development

ABSTRACT

DESCRIPTION OF PROJECT

The purpose of this project was to strengthen Consumer and Homemaking Education Programs in economically depressed areas of the state by increasing the competence of home economics educators to meet the needs of urban youth through their programs. The focus for the project was on meeting the needs of school age pregnant and parenting students. The objectives of the project were to:

- o Identify home economics content and skills relevant to meeting the needs of school age pregnant and parenting students.
- o Develop the field test edition of a curriculum guide designed to meet the needs of school age pregnant and parenting students.
- o Conduct workshops to build the competence of home economics educators in meeting the needs of school age pregnant and parenting students through in-class, home and community experiences.

It is clear from the products developed and self-evaluations completed by the workshop participants that the project objectives were achieved. Home economics content and skills were identified and incorporated into the modules in the curriculum guide along with appropriate reading, writing and mathematics skills. Ten modules were developed for the field test edition of the curriculum guide and four of the modules were used in the three Saturday workshop sessions. Seventy-five educators attended the first workshop session, fifty-eight attended the second session and fifty-six attended the third session. The curriculum guide was completed and will be ready for field testing by home economics teachers in September, 1988.

A director, project coordinator, secretary and seventeen consultants were hired to carry out the objectives of the project. The project began on September 1, 1987, and ended June 30, 1988.

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PROJECT TITLE: URBAN CURRICULUM RELEVANCE THROUGH TEACHER DEVELOPMENT

I. ASSESSED NEED

The purpose of this project was to strengthen Consumer and Homemaking Education Programs in economically depressed areas of the state by increasing the competence of home economics educators to meet the needs of urban youth through their programs. The focus for this project was on meeting the needs of school-age pregnant and parenting students.

A number of the current problems faced by urban families and youth can be effectively addressed through home economics education programs. Problems include changes in family structures evidenced by the increased number of single parents and adolescent parents, inadequate housing, the lack of adequate and/or proper food to ensure good nutrition for the family. Poor basic skills, child neglect, child abuse, family violence and the lack of accessible, quality child care for working parents are also problems in urban households.(1)

The need to develop effective programs for pregnant teens and teen parents has been well documented at the state and national levels. The Children's Defense Fund reports that, "in large public school districts in our major cities, where the greatest majority of students come from poor families, drop out rates frequently exceed 40 percent. Youths who are poor and have weak basic skills are also more likely to suffer further problems of early and unmarried parenthood."(2) The Children's Defense Fund further reports, "if we are to help reduce numbers of youths who are through these behaviors, seriously reducing their chances of adult self-sufficiency, we will have to address our children's unmet needs...at every step of their development.

- *At every stage they need the food, shelter, and health care that will allow them to survive and thrive, to perform their "jobs" of learning and growing.*

- *As school children they need an educational environment that encourages them to stay engaged in learning and at the appropriate grade level, and structured, supervised programs after school and during summer months that not only occupy their time but challenge their minds and bodies.*

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(1) "The Urban Student and the Relevancy of Home Economics." A position paper developed by the Home Economics and Consumer Education Unit, Division of Vocational Education, New Jersey Department of Education, Trenton, NJ, 1986.

(2) "A Children's Defense Budget." Children's Defense Fund, 1987.

° *As teens they need a broad range of experiences, exposures, and relationships with adults that will build their self-esteem, extend their vision beyond neighborhood boundaries, continue their education, and expand their knowledge of the challenges of the skills required in the world of work."*

Some of these same problems were identified as needing attention by the New Jersey Home Economics Association and home economics teachers and supervisors who have participated in state-wide curriculum improvement projects conducted by the Department of Home Economics at Glassboro State College over the past three years.

Educational research findings reported during the last decade have provided guidance for improving programs in urban schools. Schools and programs labeled "effective" or "high quality" have exhibited the following characteristics:

1. *Vigorous instructional leedership*
2. *A principal who makes clear, consistent, and fair decisions*
3. *An emphasis on discipline and a safe and orderly environment*
4. *Instructional practices that focus on basic skills and academic achievement*
5. *Collegiality among teachers in support of student achievement*
6. *Teachers with high expectations that all students can and will learn*
7. *Frequent review of student progress*
8. *Involvement of parents as partners with teachers in educating their children. (3,4)*

This project addressed research findings 3, 4, 5, 6, and 8 listed above as related to pregnant school-age youth and school-age parents.

Over the past three years, the Department of Home Economics has conducted state-wide curriculum improvement projects in Consumer and Homemaking Education that have particular relevance to this project. The programs

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(3) What Works: Research About Teaching and Learning. Washington, DC: U.S. Department of Education, 1986.

(4) Weikart, D.P. "The Cost-Effectiveness of High Quality Early Childhood Programs." A report for the Southern Legislators' Conference, December, 1982. Ypsilanti, Michigan: High/Scope Educational Reseach Foundation.

include the following:

- o In the spring of 1985, the project entitled, "Meeting the Needs of Disadvantaged Urban and Rural Youth," focused on strategies for assessing needs in local districts, special needs of single parent families and examples of successful programs. Home economics educators also had the opportunity to hear directly from parents and students regarding their needs and how home economics programs could help them meet those needs.

- o In the 1985-86 academic year, home economics educators attended a series of workshops where they were familiarized with the skills needed to past the HSPT, mathematics, reading and writing skills that could be reinforced in home economics and they had opportunities to develop lessons and activities that were appropriate for the students served. The draft copies of three booklets were developed that outlined sample activities that could be used to reinforce the basic skills in home economics content courses.

- o During the 1986-87 academic year, the basic skills booklets were tested and revised. They were disseminated and published in final copy in the spring of 1987 and to home economics educators in the fall of 1987.

The success and tangible results of the projects conducted by the Department of Home Economics over the past three academic years and the concrete ideas communicated in the paper developed by the Home Economics and Consumer Education Unit in the New Jersey Department of Education, entitled <u>The Urban Student and the Relevancy of Home Economics</u> along with state and national data on school-age parents, pointed clearly to the need for this project to improve Consumer and Homemaking Education Programs in urban school districts.

II. MANAGEMENT PLAN

GOAL: To strengthen Consumer and Homemaking Education Program in economically urban depressed areas by increasing the competence of home economics educators to meet the needs of pregnant school-age youth and school-age parents through their programs.

STATEMENT OF OBJECTIVES

1. Identify home economics content and skills relevant to meeting the needs of pregnant school-age youth and school-age parents.
2. Develop the field test edition of a curriculum handbook designed to meet the needs of pregnant school-age youth and school-age parents.
3. Conduct workshops to build the competence of home economics educators in meeting the needs of pregnant school-age youth and school-age parents through in-class, home and community experiences.

ACTIVITIES	STAFF	TIMELINES
1.1 Hired program staff and consultants	Director & Coord.	9/87 - 4/88
1.2 Formed advisory committee for project	Director & Coord.	9/87 - 11/87
2.1 Developed format for curriculum handbook	Coord. with advisory committee	10/87 - 11/87
2.2 Developed draft of handbook	Coord. with consultants	11/87 - 4/88
3.1 Secured workshop sites	Coord. with secretary	9/87 - 10/87
3.2 Recruited participants for workshops	Coord. with secretary	10/87 - 5/88
3.3 Planned workshops, ordered materials, prepared workshop packets	Coord. with secretary and consultants	10/87 - 6/88
3.4 Developed and implemented evaluation plan	Coord. with consultants	10/87 - 6/88

ACTIVITIES	STAFF	TIMELINES
3.5 Conducted workshop #1	Coord. with consultants	4/88
3.6 Conducted workshops #1 and #2	Coord. with consultants	5/88 - 6/88
3.7 Finalized field test edition of curriculum handbook	Coord. with consultants	4/88 - 6/88
3.8 Completed program and financial report	Director and coordinator	9/87 - 6/88

III. IMPLEMENTATION

A. Duration of Project

The project began September 1, 1987, and ended June 30, 1988. The first draft of the curriculum guide was developed during the fall and winter months. The three workshops were conducted in April, May and June, 1988.

B. Advisory Committee

An advisory committee was formed to provide guidance and counsel for the project. The committee included a social worker, administrator, child development professor, home economics supervisors and classroom teachers along with the project manager and coordinator. The advisory committee met three times during the academic year.

C. Curriculum Writers

Two curriculum writers were selected to assist the project coordinator to develop the curriculum guide. The writers were a home economics college professor and former home economics teacher and supervisor who knew the target population well and possessed the content expertise and writing skills to complete the project.

D. Curriculum Guide

The curriculum guide is designed to meet the needs of school age pregnant and parenting students. Ten modules are included in the guide with each module consisting of from three to eight units. The major topics are: understanding self and others; human sexuality; risks and consequences of teenage pregnancy; nutritional needs; child development and parenthood; health and safety; family relations; marriage and family life as a means of achieving personal and group fulfillment; managing school family and work roles; and getting the most for your money. Reinforced throughout the modules are reading, writing and mathematics skills that are normally a part of home economics content. The curriculum includes in-class activities as well as strategies for the development of a home - school-community component to support the needs of the target population.

E. Recruitment of Participants

1. Classroom teachers and supervisors. One hundred home economics classroom teachers and supervisors were invited to participate in a series of three workshop sessions. Each school or school district was requested to send a minimum of two educators so that individuals would be a member of a team that implemented plans developed as a result of workshop participation. Preference was given to home economics educators from urban areas. Seventy-five educators attended workshop one, fifty-eight attended workshop two, and fifty-six attended workshop three.

2. Home economics education majors. Graduate and undergraduate students enrolled in home economics education programs at Glassboro State College and other colleges throughout the state, were also invited to participate in the three workshops at no additional cost to the project. This was an important opportunity to begin to "urbanize" our pre-service teachers, because they are choosing not to accept positions in urban areas. Because of this trend, many students in urban areas will not have the opportunities to enroll in the life skills courses--Consumer and Homemaking Education courses--available in many suburban schools.

F. Workshop Procedures and Content

1. Content. Workshop focus was as follows:

Workshop #1 : Curriculum and Resources for School-Age Pregnant Students

Workshop #2 : Curriculum and Resources for School-Age Mothers

Workshop #3 : Curriculum and Resources for School-Age Fathers

See workshop agendas for more details.

2. Format. Each workshop session was conducted on Saturdays for a four-hour period, 9 a.m. to 1 p.m. Each session began with a lecture and/or panel discussion related to the designated topic. During the second half of the session, participants had opportunities to examine selected portions of the curriculum handbook developed and gave feedback on the appropriateness for use in their classrooms.

3. *Travel Stipends. Each of the participants were awarded a stipend of $30 to cover travel costs for each session attended.*

IV. PERSONNEL

A project director, coordinator, secretary and seventeen consultants were hired to carry out the objectives of the program. See appendix A for names and roles.

V. SEX EQUITY

A. *Recruitment*
Both male and female classroom teachers, administrators and supervisors from urban areas were invited to participate in the workshop series.

B. *Materials used in Workshops*
Participants received a variety of materials that addressed the workshop objectives. Materials were reviewed carefully for evidence of sex bias and sex role stereotyping.

C. *Workshop Content*
Workshop participants were encouraged to develop strategies related to project objectives that encouraged both males and females to enroll in Consumer and Homemaking Education Programs in their schools.

GLASSBORO STATE COLLEGE
Department of Home Economics
Glassboro, NJ 08028

TECHNICAL ASSISTANCE WORKSHOPS: DEVELOPING RELEVANT CURRICULUM FOR SCHOOL AGE PREGNANT AND PARENTING STUDENTS

Quality Inn, North Brunswick, NJ
Route #1, South
Saturday, April 23, 1988
Workshop #1 - School Age Pregnant Students

8:30 - 9:00 a.m.	*Registration and Coffee*
9:00 - 9:15 a.m.	*Greetings and Workshop Orientation* *Ms. Rosemary Harzmann* *Program Specialist* *Home Economics and Consumer Education* *Division of Vocational Education* *Dr. Vivian Gunn Morris* *Project Coordinator* *Glassboro State College*
9:15 - 10:00 a.m.	*School Age Pregnant Students in New Jersey: The Consequences of Unmet Needs* *Ms. Ann M. Wilson, Director* *New Jersey Network on Adolescent Pregnancy* *Rutgers University-School of Social Work* *Center for Community Education*
10:00 - 10:45 a.m.	*Programs for School Age Pregnant Students in New Jersey* *Ann Wilson, Moderator* *Members: Elsie Andersen, Dawn Clark, Belquis Fernandez, Judy Thompson of Elizabeth; Sue Conrad, Burlington County.*
10:45 - 11:15 a.m.	*Nutrition Break*
11:15 - 12:45 p.m.	*Strategies and Resources for Meeting the Needs of School Age Pregnant Students in Your Classroom: Shaping a Curriculum* *Ms. Karen Andre, Adjunct Faculty* *Department of Home Economics* *Montclair State College* *Dr. Elaine Douma* *Home Economics Consultant*
12:45 - 1:00 p.m.	*Plan for Follow-up Sessions* *Evaluation* *Ms. Rosemary Harzmann* *Dr. Vivian Gunn Morris*

GLASSBORO STATE COLLEGE
Department of Home Economics
Glassboro, NJ 08028

TECHNICAL ASSISTANCE WORKSHOPS: DEVELOPING RELEVANT CURRICULUM FOR SCHOOL AGE PREGNANT STUDENTS AND SCHOOL AGE PARENTS

Quality Inn, North Brunswick, NJ
Route #1, South
Saturday, May 14, 1988
Workshop #2 - School Age Mothers

8:30 - 9:00 a.m.	*Registration and Coffee*
9:00 - 9:15 a.m.	*Greetings and Workshop Orientation* *Ms. Rosemary Harzmann* *Program Specialist* *Home Economics and Consumer Education* *Division of Vocational Education* *Dr. Vivian Gunn Morris* *Project Coordinator* *Glassboro State College*
9:15 - 10:00 a.m.	*Helping School Age Mothers Cope with Changes in Relationships with Significant Others: Strategies for Classroom Teachers* *Dr. John Worobey* *Professor of Child Development* *Department of Home Economics* *Cook College, Rutgers University*
10:00 - 11:00 a.m.	*Connecting with Community Agencies to meet the needs of School Age Mothers and their Children* *Panel Members: Ms. Winnie Arnold, CAPS Coordinator, Ms. Debra Wells, Coordinator of Advance Adolescent Parent Program, Ms. Carol Womack, CAPS Social Worker*
11:00 - 11:30 a.m.	*Nutrition Break*
11:30 - 12:45 p.m.	*Strategies and Resources for Meeting the Needs of School Age Mothers in Your Classroom: Shaping a Curriculum* *Ms. Karen Andre, Adjunct Faculty* *Department of Home Economics* *Montclair State College* *Dr. Elaine Douma* *Home Economics Consultant*
12:45 - 1:00 p.m.	*Plan for Follow-up Sessions* *Evaluation* *Ms. Rosemary Harzmann* *Dr. Vivian Gunn Morris*

GLASSBORO STATE COLLEGE
Department of Home Economics
Glassboro, NJ 08028

TECHNICAL ASSISTANCE WORKSHOPS: DEVELOPING RELEVANT CURRICULUM FOR SCHOOL AGE PREGNANT STUDENTS AND SCHOOL AGE PARENTS

Quality Inn, North Brunswick, NJ
Route #1, South
Saturday, June 4, 1988
Workshop #3 - School Age Fathers

8:30 - 9:00 a.m.	Registration and Coffee
9:00 - 9:15 a.m.	Greetings and Workshop Orientation Ms. Rosemary Harzmann Program Specialist Home Economics and Consumer Education Division of Vocational Education Dr. Vivian Gunn Morris Project Coordinator Glassboro State College
9:15 - 10:00 a.m.	School Age Fathers in New Jersey: The Consequences of Unmet Needs Mr. Les Willis, Director Teen Fathers Program Medical College of Pennsylvania Philadelphia, PA
10:00 - 10:45 a.m.	Programs and Resources that Work: Successful Programs for School Age Fathers Mr. Les Willis
10:45 - 11:15 a.m.	Nutrition Break
11:15 - 12:45 p.m.	Strategies and Resources for Meeting the Needs of School Age Fathers in Your Classroom: Shaping a Curriculum Ms. Karen Andre, Adjunct Faculty Department of Home Economics Montclair State College Dr. Elaine Douma Home Economics Consultant
12:45 - 1:00 p.m.	Plan for Follow-up Sessions Evaluation Ms. Rosemary Harzmann Dr. Vivian Gunn Morris

VI. EVALUATION

PROGRAM EVALUATION
by
Addie Butler, Ed.D

Background Information:

Roles of Workshop Participants

Forty-nine of the 60 participants in workshop one are teachers (81.7%). One participant is a counselor, another is a supervisor and five are administrators. Four other participants are categorized as "other": one is a teacher-counselor-supervisor, one is a counselor-administrator, one is a student and one is a school nurse.

Thirty-six of the 40 participants in workshop two are teachers (90%). One participant is a counselor and one is an administrator. Two other participants are categorized as "other": one is a teacher-counselor and the other a teacher-nurse.

Thirty-eight of the 42 participants in workshop three are teachers (90%). One participant is a counselor, one is a supervisor, another is an administrator, and the other is both a teacher and a counselor.

The number of participants reflects the number of completed evaluation forms submitted at the end of the workshop.

TABLE I
BACKGROUND INFORMATION

	April	May	June
ROLE:			
Teacher	49 (81.7%)	36 (90%)	38 (90.4%)
Counselor	1 (1.6%)	1 (2.5%)	1 (2.4%)
Supervisor	1 (1.6%)	0 (0.0%)	1 (2.4%)
Administrator	5 (8.3%)	1 (2.5%)	1 (2.4%)
Other	4 (6.7%)	2 (5.0%)	1 (2.4%)
	60 (99.9%)	40 (100%)	42 (100%)
STUDENT LEVEL:			
Elementary	1 (1.6%)	0 (0.0%)	0 (0.0%)
Middle School	7 (11.7%)	9 (22.5%)	8 (19.0%)
Secondary	42 (70.0%)	29 (72.5%)	31 (73.8%)
Comprehensive	3 (5.0%)	0 (0.0%)	0 (0.0%)
Other	7 (11.7%)	2 (5.0%)	3 (7.1%)
	60 (100%)	40 (100%)	42 (99.9%)
COUNTY AND DISTRICT			
Atlantic/Atlantic City		1	1
Atlantic/Gtr. Egg Harbor	1	1	
Atlantic/Plesantville	2		
Bergen/Mahwah	1		
Bergen/Wallington	1		1
Bergen/Burlington City	1		
Burlington/Pemberton Twp.	1	1	1
Burlington/Willingboro		1	1
Camden/Camden City		1	1
Cumberland/Millville	1	1	1
Essex/	1		
Essex/Belleville		1	2
Essex/East Orange	1	1	1
Essex/Irvington	1		
Essex/Montclair		1	
Essex/Newark	4	4	5
Essex/Orange	2	1	1
Gloucester/Pitman	1		
Hudson/Bayonne	2		
Hudson/Jersey City	3	3	4
Hudson/North Bergen	1		1
Hudson/Union City	1		

TABLE I (con't)
BACKGROUND INFORMATION

	April	May	June
COUNTY AND DISTRICT			
Mercer/Hamilton Twp.	1	1	
Mercer/Lawrence	1	2	2
Mercer/Trenton	2	3	4
Middlesex/Monroe	1	1	1
Middlesex/No. Brunswick	2	2	2
Middlesex/So. Plainfield	1		1
Middlesex/So. River	1		1
Monmouth/Keansburg	2	1	
Monmouth/Long Branch	3	1	
Monmouth/Matawan		1	1
Monmouth/Neptune	1	1	
Monmouth/Upper Freehold	1	1	
Morris/Morris	2	2	2
Morris/North Bergen		1	
Ocean/Central Regional	1		
Ocean/Jackson	2	1	2
Ocean/Lakewood	1		
Ocean/So'ern Regional	1		
Passaic/Clifton	5	2	2
Passaic/Paterson		1	1
Somerset/Bound Brook	1		
Somerset/Watchburg Hills	1		1
Union/	1		
Union/Elizabeth	1		
Union/Union Co. Ed. Ser. Comm.	1	1	1
Union/UCVTS	1		
missing information	1	1	1
	60	40	42

Level of Students Served

Most of the participants in workshop one are employed on the secondary level. Forty-two of the 60 participants (70%) work in secondary schools. One participant works in an elementary school, seven participants serve middle school students, three are employed in comprehensive schools, and seven participants are categorized as "other." Of these seven participants, one works in a middle school/secondary school, two are employed in K-8 schools, two work in special education and two work with special needs students.

Most of the participants in workshop two are employed on the secondary level: 29 participants, 72.5%. Nearly 25% of those who participated in this workshop are employed in elementary schools. One participant works with special education students in a comprehensive school and one participant chose not to respond to this question on the evaluation form.

Most of the participants in workshop three are employed on the secondary level: 31 participants, 73.8%. Nearly 20% of those who participated in this workshop are employed in middle schools. Three participants are employed on other levels: one in a junior high school, one in a middle school/secondary school and works with adult learners, and the third works in a comprehensive school and teaches special education.

County and School District Representation

Workshop one participants represented 15 different counties and 38 different school districts throughout the State of New Jersey. Participants in workshop two represented 14 counties and 29 school districts. Participants in workshop three represented 15 counties and 26 school districts. See Table I for distribution of participants by role, level of students served, and county and school district representation.

Workshop Evaluations:

Workshop One - April 23, 1988

Workshop participants were asked to respond to four questions about their feelings both before and after the workshop. They ranked themselves, using a five point scale, on their:

...comfort with their ability to identify Home Economics content and skills relevant to meeting the needs of school-age pregnant and parenting students;

...ability to access resources to meet the needs of school-age pregnant and parenting students;

...ability to impact the lives of the school-age pregnant and parenting students in their home district; and

...comfort with the process of implementing the curriculum designed to enable Home Economics teachers to meet the needs of school-age pregnant and parenting students.

Based on a self-evaluation, the greatest amount of change was reported in the participants' knowledge about accessing resources to meet the needs of school-age pregnant and parenting students. This finding is significant in light of the Project's goal: to strengthen Consumer and Homemaking Education Program in economically depressed urban areas by increasing the competence of home economics educators to meet the needs of pregnant school-age youth and school-age parents through their programs. The ability to access the appropriate information enhances the competence of the home economics educators. Increases in each of the other areas (ability to identify content, ability to impact the lives of the students and ability to implement curriculum) were indicated also. Pretest and posttest average ratings for each item appear in Table II.

Participants were asked to evaluate the scope, focus, presentation and relevance for them of each of the workshop sessions. The speakers' adherence to the topic and knowledge of the

TABLE II
AVERAGE PRE- AND POSTTEST RATINGS

(five point scale: one is low and five is high)

WORKSHOP:	April		May		June	
	Pre	Post	Pre	Post	Pre	Post
Ability to identify content	3.3	4.0	3.4	4.3*	2.9	4.0*
Ability to access resources	2.7	3.6*	3.2	4.2*	3.0	4.0*
Ability to impact lives of students	3.1	3.7	3.2	4.0	3.0	3.8
Ability to implement curriculum	3.1	3.9	3.4	4.1	2.9	4.1*

*Statistically significant at the .05 level using t-test.

material was rated high for each of the three sessions. The relevance of the material was rated higher in the session entitled "School-Age Pregnant Students in New Jersey: The Consequences of Unmet Needs" than the session entitled "Programs for School-Age Pregnant Students in New Jersey." Most respondents indicated that they were "very likely" to use suggested in-class activities and they are "somewhat likely" to use the strategies for the development of a home-school-community component to support the needs of the target population. A summary of the response evaluating the workshop sessions appears in Table III-A. Participant comments are presented in Attachment One.

Workshop Two - May 14, 1988

As in the first workshop, participants were asked to respond to four questions about their feelings both before and after the workshop. Statistically significant differences between pre-workshop and post-workshop self-assessment were reported in two areas: ability to identify home economics content and skills, and ability to access resources relevant to meeting the needs of the target population. Increases in the other two areas were indicated also (SEE TABLE II).

The scope, focus, presentation and relevance of each of the workshop sessions were evaluated. The second workshop session,

TABLE III-A
EVALUATION OF WORKSHOP SESSIONS
(Workshop I: April 23, 1988)

I. School-Age Pregnant Students in New Jersey: The Consequences of Unmet Needs

	Mean Score *
Presentation of the Issue	4.23
Speaker's Adherence to Topic	4.54
Speaker's Knowledge of Topic	4.72
Relevance of Information:	
Directly Related to Job	48%
Indirectly Related to Job	40%
Not Related to Job	8%
Combined Response	3%

II. Programs for School-Age Pregnant Students in New Jersey

	Mean Score *
Presentation of the Issue	4.45
Speaker's Adherence to Topic	4.52
Speaker's Knowledge of Topic	4.62
Relevance of Information:	
Directly Related to Job	36%
Indirectly Related to Job	43%
Not Related to Job	19%
Combined Response	2%

III. Strategies and Resources for Meeting the Needs of School-Age Pregnant Students in Your Classroom: Shaping A Curriculum

	Mean Score *
Presentation of the Issue	4.16
Speaker's Adherence to Topic	4.25
Speaker's Knowledge of Topic	4.54

Likelihood of Using In-Class Activities

Very Likely	49%
Somewhat Likely	33%
Not Likely	4%
Not Sure	14%

Likelihood of Developing Curricular Components

Very Likely	30%
Somewhat Likely	43%
Not Likely	7%
Not Sure	20%

* Rating on a five-point scale: one is low and five is high.

TABLE III-B

EVALUATION OF WORKSHOP SESSIONS
(Workshop Two: May 14, 1988)

I. Helping School-Age Mothers Cope with Changes in Relationships with Significant Others: Strategies for Classroom Teachers

	Mean Score *
Presentation of the Issue	4.18
Speaker's Adherence to Topic	4.44
Speaker's Knowledge of Topic	4.56

Relevance of Information:

Directly Related to Job	33%
Indirectly Related to Job	50%
Not Related to Job	11%
Combined Response	5%

II. Connecting with Community Agencies to Meet the Needs of School-Age Mothers and Their Children

	Mean Score *
Presentation of the Issue	4.47
Speaker's Adherence to Topic	4.92
Speaker's Knowledge of Topic	4.65

Relevance of Information:

Directly Related to Job	33%
Indirectly Related to Job	53%
Not Related to Job	11%
Combined	3%

"Connecting with Community Agencies to Meet the Needs of School-Age Mothers and Their Children," was rated highest on presentation of the issue, speaker's adherence to the topic and speaker's knowledge of the topic. Nearly 80% of the participants indicated that they were either "somewhat likely" or "very likely" to use the suggested in-class activities. Nearly 75% of the respondents indicated that they were "somewhat likely" or "very likely" to use the strategies for development of a home-school-community component to meet the needs of the target population. A summary appears in Table III-B. Participant comments are presented in Attachment Two.

Workshop Three - June 4, 1988

Participants were asked to respond to four questions about their feelings both before and after the workshop. Statistically significant differences between pre-workshop and post-workshop self-assessment were found in three of the four areas: ability to identify content, ability to access resources and ability to implement curriculum.

The scope, focus, presentation and relevance of each of the workshop sessions were evaluated. The second workshop session, "Programs and Resources that Work: Successful Programs for School-Age Fathers," was rated highest on presentation of the

III. Strategies and Resources for Meeting the Needs of School-Age Mothers in Your Classroom: Shaping a Curriculm

	Mean Score *
Presentation of the Issue	4.40
Speaker's Adherence to Topic	4.50
Speaker's Knowledge of Topic	4.63

Likelihood of Using In-Class Activities

Very Likely	47%
Somewhat Likely	31%
Not Likely	3%
Not Sure	19%

Likelihood of Developing Curricular Components

Very Likely	34%
Somewhat Likely	40%
Not Likely	6%
Not Sure	20%

* Rating on a five-point scale: one is low and five is high.

issue and speaker's adherence to the topic. Although this session received a positive evaluation, there were several participants who did not respond to the questions about this workshop. Seven of the 42 respondents did not answer the question about the speaker's adherence to the topic and 11 of the 42 respondents did not answer the question on the speaker's knowledge of the topic. The session entitled "Strategies and Resources for Meeting the Needs of School-Age Fathers in Your Classroom: Shaping a Curriculum," was rated highest on the speaker's knowledge of the topic.

More than 85% of the participants indicated that they were either "very likely" or "somewhat likely" to use the suggested in-class activities. Nearly 62% of the respondents indicated that they were "somewhat likely" or "very likely" to use the strategies and resources for meeting the needs of school-age fathers in their classrooms. Another 28.6% of the respondents were not sure about the use they would make of these strategies and resources. A summary of the responses appears in Table III-C. Participant comments are presented in Attachment Three.

TABLE III-C
EVALUATION OF WORKSHOP SESSIONS
(Workshop III: June 4, 1988)

I. School-Age Fathers in New Jersey: The Consequences of Unmet Needs

	Mean Score *
Presentation of the Issue	4.29
Speaker's Adherence to Topic	4.37
Speaker's Knowledge of Topic	4.75
Relevance of Information:	
Directly Related to Job	26.2%
Indirectly Related to Job	50.0%
Not Related to Job	19.0%
No Response	4.8%

II. Programs and Resources that Work: Successful Programs for School-Age Fathers

	Mean Score *
Presentation of the Issue	4.50
Speaker's Adherence to Topic	4.40
Speaker's Knowledge of Topic	4.61
Relevance of Information:	
Directly Related to Job	21.4%
Indirectly Related to Job	45.2%
Not Related to Job	19.0%
No Response	14.3%

III. Strategies and Resources for Meeting the Needs of School-Age Fathers in Your Classroom: Shaping A Curriculum

	Mean Score *
Presentation of the Issue	4.26
Speaker's Adherence to Topic	4.33
Speaker's Knowledge of Topic	4.49

Likelihood of Using In-Class Activities

Very Likely	52.4%
Somewhat Likely	33.3%
Not Likely	0.0%
Not Sure	9.5%
No Response	4.8%

Likelihood of Developing Curricular Components

Very Likely	19.0%
Somewhat Likely	42.8%
Not Likely	4.8%
Not Sure	28.6%
No Response	4.8%

* Rating on a five-point scale: one is low and five is high.

Summary:

Gains were reported by participants in each workshop on their pre- and post-workshop feelings of:

...comfort with their ability to identify Home Economics content and skills relevant to meeting the needs of school-age pregnant and parenting students;

...ability to access resources to meet the needs of school-age pregnant and parenting students;

...ability to impact the lives of school-age pregnant and parenting students in their home district; and

...comfort with the process of implementing the curriculum designed to enable Home Economics teachers to meet the needs of school-age pregnant and parenting students.

Overall ratings were similar for the three workshops.

April - 4.45

May - 4.53

June - 4.44

Ratings were based on a five point scale with one indicating a low score and five indicating a high score. Qualitative evaluation was provided in the numerous comments which appear in Attachments One, Two and Three.

VII. SUMMARY AND CONCLUSIONS

A. Summary

The purpose of this project was to strengthen Consumer and Homemaking Education Programs in economically depressed areas of the state by increasing the competence of home economics educators to meet the needs of urban youth through their programs. The focus for the project was on meeting the needs of school age pregnant and parenting students.

To accomplish this purpose seventy-seven educators participated in a series of three Saturday workshops that emphasized needs, programs and resources for school age pregnant and parenting students. The workshop sessions included keynote speakers, panel discussions and opportunities for participants to examine and give feedback on selected modules from a curriculum guide designed to meet the needs of school age pregnant and parenting students. The field test edition of the curriculum guide will be printed and ready for field testing in selected home economics classes in September, 1988.

B. Conclusions

It is clear from the tasks completed and self-evaluations completed by the workshop participants that the project was successful in accomplishing the intended objectives.

- o Home economics content and skills relevant to meeting the needs of school age pregnant and parenting students were identified.
- o The field test edition of a curriculum guide designed to meet the needs of school age pregnant and parenting students was developed.
- o Three workshops designed to build the competence of home economics educators in meeting the needs of school age pregnant and parenting students were conducted.

Success of the three workshop sessions are indicated by the overall ratings that ranged from 4.44 to 4.53. Ratings were based on a five point scale with one indicating a low score and five indicating a high score. Participants indicated that they had increased competence in accessing resources, identifying appropriate content, implementing curriculum and impacting the lives of pregnant and parenting students.

APPENDIX A

Project Staff and Consultants
Advisory Committee
Workshop Leaders

SCHOOL AGE PARENTS PROJECT
1987-88 ACADEMIC YEAR

PROJECT STAFF

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APPENDIX B

List of Workshop Participants
Survey of Workshop Participants Form

LIST OF WORKSHOP PARTICIPANTS

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** Attended two sessions
No asterisk, attended three sessions

GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

TECHNICAL ASSISTANCE WORKSHOP: DEVELOPING RELEVANT CURRICULUM FOR SCHOOL AGE PREGNANT AND PARENTING STUDENTS

SURVEY OF WORKSHOP PARTICIPANTS

PLEASE COMPLETE THIS FORM. Information about you and your program will help us to plan future projects to meet your professional needs and the needs of your students.

Thank you.

LEA: _____

COUNTY: _____

NAME OF PERSON COMPLETING SURVEY: _____

POSITION: _____

MAILING ADDRESS: _____

_____ *ZIP:* _____

1. *Do you teach in a program that serves school age parents?*

   _____ *NO*

   _____ *YES. If your answer is "YES", complete items 2-7.*

2. *Check the type of school/program you teach in.*

   _____ *alternative school*

   _____ *off-site community program*

   _____ *school-based clinic*

   _____ *other. Please specify* _____

3. *Please indicate the number and type of population served.*

   _____ *pregnant students* _____ *number served*

   _____ *school-age mother* _____ *number served*

   _____ *school-age father* _____ *number served*

(over please)

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SURVEY OF WORKSHOP PARTICIPANTS

4. *Indicate with a check mark the various components of your program for school age parents.*

_____ *academics*

_____ *human sexuality*

_____ *family planning*

_____ *consumer and homemaking education*

_____ *counseling*

_____ *other: Please specify*_____

_____

5. *Indicate with a check mark, the staff members who teach/serve in the school age parents program at your school.*

_____ *home economics teacher*

_____ *health teacher*

_____ *school nurse*

_____ *school social worker*

_____ *school counselor*

_____ *homebound teacher*

_____ *others: Please specify*_____

_____

6. *What kind of certification is required of teachers who work with pregnant and parenting school age students in your school?*

7. *Other pertinent information about program:*

APPENDIX C

Publicity and Recruitment
Registration Forms

GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

Did you know that three out of four students, male and female, who marry and become parents between their sophomore and senior years drop out of high school?

Would you like to discovery ways to keep these school-age parents in school and enable them to become self-sufficient adults?

If your answer is YES, ATTEND

TECHNICAL ASSISTANCE WORKSHOPS: DEVELOPING RELEVANT CURRICULUM FOR PREGNANT SCHOOL-AGE YOUTH AND SCHOOL-AGE PARENTS

Reserve three Saturdays in the Spring of 1988 to attend this series of workshops designed to increase the competence of New Jersey home economics educators to meet the needs of pregnant school-age youth and school-age parents through their programs. A panel of experts will develop Consumer and Homemaking Education curriculum materials with emphasis on problem-solving, critical thinking skills and the reinforcing of basic skills that naturally grow out of home economics content. These materials will be the primary resources for the three spring workshops. Slots will be available for the first 100 people that register. This project is supported by a grant awarded to the Department of Home Economics at Glassboro State College, by the New Jersey Department of Education, Division of Vocational Education.

tes and Time: Saturday, April 23, 1988
Saturday, May 14, 1988
Saturday, June 4, 1988
8:30 a.m. to 1:00 p.m.(each date)

Place: Quality Inn Conference Center
Route #1, South
North Brunswick, NJ 08902

IF YOU WISH TO BE PLACED ON THE MAILING LIST TO RECEIVE REGISTRATION INFORMATION, please complete and mail the form that follows:

- -

NAME_____ TITLE_____

SCH/BUS ADDRESS:_____

_____

_____ ZIP:_____ COUNTY:_____

SCH/BUS PHONE: ( )_____ EXT:_____ HOME PHONE:( )_____

Mail completed form to: Dr. Lois Winand, Director
School-age Parents Project
Department of Home Economics
Glassboro State College
Glassboro, NJ 08028

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GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

February 22, 1988

Dear School Administrator:

Registration is now being accepted for Technical Assistance Workshops designed to help build a curriculum that works for you and the pregnant and parenting students in your school or district. These highly specialized workshops will be conducted by the Department of Home Economics on three Saturdays: April 23, 1988; May 14, 1988; and June 4, 1988. This project is supported by a grant awarded by the New Jersey Department of Education, Division of Vocational Education.

As indicated in the enclosed flyer, educators participating in the workshops will have opportunities to acquire competencies that will help to advance educational objectives of their school or district. Resources to include a curriculum handbook designed to meet the needs of pregnant school age youth and parents through in-class, home, and community experiences, will be used to help each workshop participant discover curriculum elements that will work.

You are invited to send at least two home economics educators (classroom teachers, administrators or supervisors) so that individuals will be a member of a team that implements plans developed as a result of workshop participation. Space is limited to 100 participants and each will be awarded a stipend of $30.00 to cover travel costs for attendance at each workshop session.

Because space is limited, you may wish to encourage your colleagues to complete and return the enclosed registration form today.

Sincerely,

Lois F. Winand

Lois Winand, Ed.D.
Project Director

Vivian Gunn Morris

Vivian Gunn Morris, Ph.D.
Project Coordinator

Enclosures

New Jersey is An Equal Opportunity Employer

GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

February 22, 1988

Dear College Faculty:

Registration is now being accepted from graduate and senior undergraduate students majoring in home economics education, in a New Jersey college, to participate in workshops designed to build the competencies of teachers to meet the needs of school age pregnant and parenting students.

These highly specialized workshops will be conducted by the Department of Home Economics at Glassboro State College on three Saturdays: April 23, 1988; May 14, 1988; and June 6, 1988. Enclosed is a descriptive workshop flyer along with a registration form for consideration. This project is supported by a grant awarded by the New Jersey Department of Education, Division of Vocational Education.

Workshop space is limited to 100 participants and each will be awarded a stipend of $30.00 to cover travel costs for attendance at each workshop session. Because space is limited, you may wish to encourage your students to complete and return the enclosed registration form today.

Sincerely,

Lois L Winand

Lois Winand, Ed.D.
Project Director

Vivian Gunn Morris

Vivian Gunn Morris, Ph.D
Project Coordinator

Enclosures

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GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

TECHNICAL ASSISTANCE WORKSHOPS: DEVELOPING RELEVANT CURRICULUM FOR SCHOOL AGE PREGNANT STUDENTS AND SCHOOL AGE PARENTS

SATURDAYS FROM 8:30 A.M. - 1:00 P.M.

APRIL 23, 1988; MAY 14, 1988; JUNE 4, 1988

EDUCATOR'S CHALLENGE

The literature abounds with reference to the state of affairs of pregnant and parenting students. Recent data indicates that three out of four students, male and female, who become parents between their sophomore and senior years drop out of high school. And that means many educators do not have an opportunity to provide them with the skills to become self-sufficient adults.

WORKSHOP OBJECTIVES

You can learn how to renew or build your competencies in meeting the needs of school age pregnant students, school age mothers, and school age fathers through curriculum planning, development and evaluation. You will have an opportunity to hear and experience first-hand, everything experienced curriculum writers explain about meeting the needs of students enrolled in Consumer and Homemaking Education Programs. Not only will you learn the secrets of these curriculum professionals, you will have an opportunity to interact with your peers, and shape the curriculum guide in a way that it will work for you and the students you serve.

WORKSHOP SPONSOR

The Department of Home Economics at Glassboro State College has many years of direct experience in conducting state-wide curriculum improvement projects in Consumer and Homemaking Education. Recent projects that have particular relevance to this effort include, "Reinforcing Mathematics, Reading and Writing Skills Through Home Economics Education" and "Meeting the Needs of Disadvantaged Urban and Rural Youth." Hundreds of home economics educators have benefited from the processes and products resulting from these projects. This project is supported by a grant awarded by the New Jersey Department of Education, Division of Vocational Education.

COSTS AND REIMBURSEMENTS

The registration for each workshop is $10.00. This fee covers refreshments and materials. Each participant will receive a stipend of $30.00 for each workshop attended as reimbursement for travel costs.

REGISTRATION

Because the goal is to have small intimate teams in each workshop, we are limiting the size of workshops to 100. Workshop space will be filled on a first-come, first-served basis. Don't be dissapointed, send the enclosed registration form along with your fee today.

New Jersey home economics classroom teachers, supervisors and administrators may register for one, two or all three workshops. Senior undergraduate and graduate students, majoring in home economics education in a New Jersey college, are also eligible to register.

over please....

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GLASSBORO STATE COLLEGE
Department of Home Economics
Glassboro, NJ 08028

TECHNICAL ASSISTANCE WORKSHOPS: DEVELOPING RELEVANT CURRICULUM FOR SCHOOL AGE PREGNANT STUDENTS AND SCHOOL AGE PARENTS

Quality Inn, North Brunswick, NJ
Route #1, South
Saturday, April 23, 1988
Workshop #1 - School Age Pregnant Students

8:30 - 9:00 a.m.	Registration and Coffee
9:00 - 9:15 a.m.	Greetings and Workshop Orientation Ms. Rosemary Harzmann Program Specialist Home Economics and Consumer Education Division of Vocational Education Dr. Vivian Gunn Morris Project Coordinator Glassboro State College
9:15 - 10:00 a.m.	School Age Pregnant Students in New Jersey: The Consequences of Unmet Needs Ms. Ann M. Wilson, Director New Jersey Network on Adolescent Pregnancy Rutgers University-School of Social Work Center for Community Education
10:00 - 10:45 a.m.	Programs for School Age Pregnant Students in New Jersey Panel of Educators and Health Professionals
10:45 - 11:15 a.m.	Nutrition Break
11:15 - 12:45 p.m.	Strategies and Resources for Meeting the Needs of School Age Pregnant Students in Your Classroom: Shaping a Curriculum Ms. Karen Andre, Adjunct Faculty Department of Home Economics Montclair State College Dr. Elaine Douma Home Economics Consultant
12:45 - 1:00 p.m.	Plan for Follow-up Sessions Evaluation Ms. Rosemary Harzmann Dr. Vivian Gunn Morris

GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

GLASSBORO STATE COLLEGE
Department of Home Economics
Glassboro, NJ 08028

REGISTRATION FORM

TECHNICAL ASSISTANCE WORKSHOPS: DEVELOPING RELEVANT CURRICULUM FOR SCHOOL AGE PREGNANT STUDENTS AND SCHOOL AGE PARENTS

No registration at the door. Phone registration is accepted.

NAME:_____TITLE:_____

SCH/BUS ADDRESS:_____

_____

_____ZIP:_____COUNTY:_____

SCH/BUS PHONE: ( )_____EXT:_____HOME PHONE:( )_____

I will attend the following sessions: (check one, two or three)

____ Saturday, April 23, 1988 - School Age Pregnant Students

____ Saturday, May 14, 1988 - School Age Mothers

____ Saturday, June 4, 1988 - School Age Fathers

Enclosed is my registration fee of: (check one)

____ $10.00 for one session

____ $20.00 for two sessions

____ $30.00 for three sessions

Make checks or money orders payable to Glassboro State College. Please mail completed form along with registration fee, not later than April 1, 1988, to:

Dr. Lois Winand, Director
School Age Parents Project
Department of Home Economics
Glassboro State College
Glassboro, NJ 08028
(609) 863-6456

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GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

APRIL 11, 1988

TO: WORKSHOP PARTICIPANTS
DEVELOPING RELEVANT CURRICULUM FOR PREGNANT AND PARENTING SCHOOL-AGE STUDENTS

FROM: VIVIAN GUNN MORRIS
PROJECT COORDINATOR

There are a few MORE slots available in each of the three spring workshop sessions. If you have colleagues in your school or district who wish to join you as a team member in meeting the needs of pregnant and parenting students, please ask them to call Chiquita TODAY, at 609-863-6456 or 215-635-3553 and mail the enclosed registration form. Team members may include, but not limited to SCHOOL SOCIAL WORKERS, SCHOOL NURSES, HOMEBOUND TEACHERS, SCHOOL COUNSELORS, SUPERVISORS, ADMINISTRATORS, BASIC SKILLS TEACHERS and of course, HOME ECONOMISTS.

You will find directions to the workshop site on the back of this letter. We look forward to seeing you and your colleagues on Saturday, April 23, 1988, at 8:30 a.m., for our first workshop session!

Enclosures

(over please)

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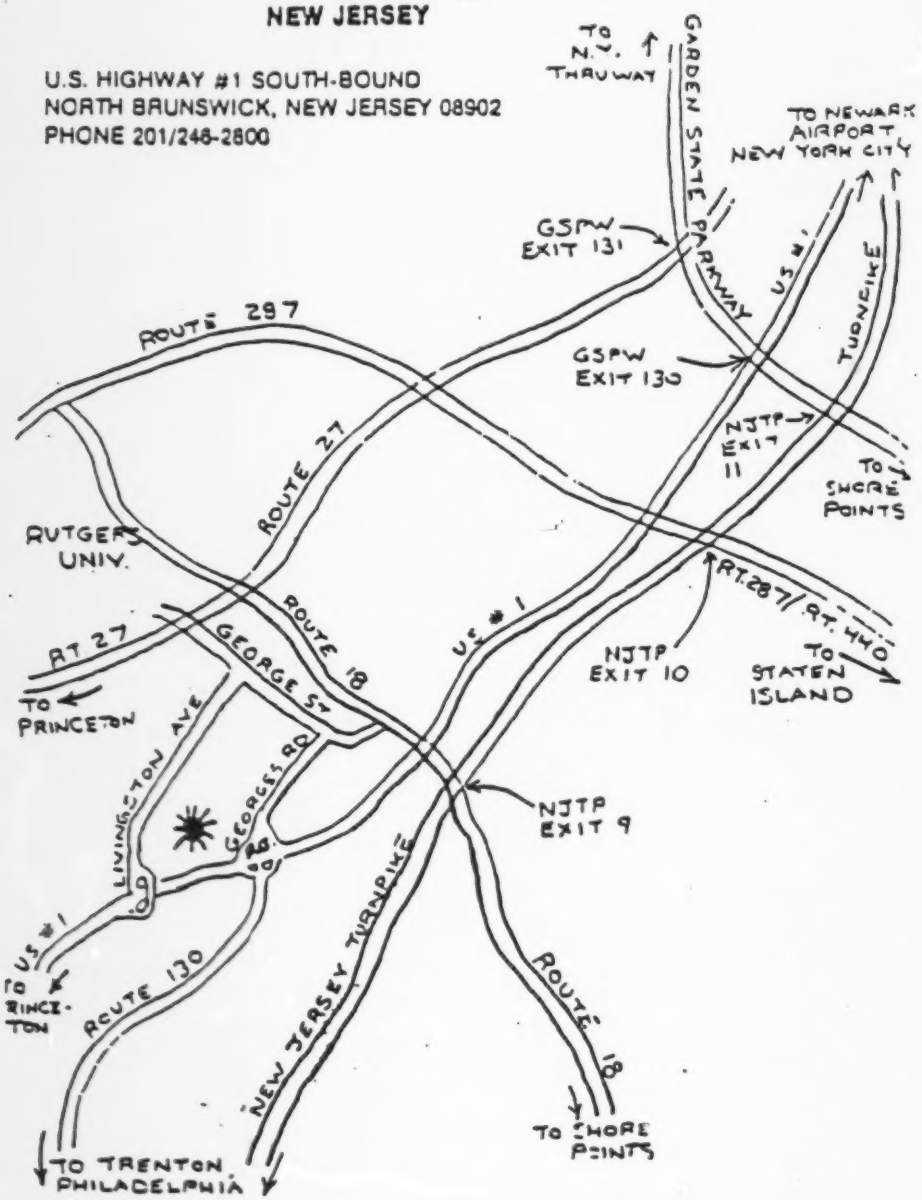
BaCAR'S
QUALITY INN, RT. 1, SOUTH
NORTH BRUNSWICK, N.J. 08902
(201) 246-2800

NEW BRUNSWICK
NEW JERSEY

U.S. HIGHWAY #1 SOUTH-BOUND
NORTH BRUNSWICK, NEW JERSEY 08902
PHONE 201/246-2800



ON US 1-SOUTH, NORTH BRUNSWICK NJ. FROM NJ TURNPIKE TAKE EXIT 9 TO RT 18 WEST TO RT 1 SOUTH.

APPENDIX D

Questionnaire for High School Students

GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

January 8, 1988

Dear Educator:

The Department of Home Economics at Glassboro State College is developing a curriculum guide designed to meet the immediate, day-to-day needs of school age pregnant students and school age parents -- mothers and fathers. We are scheduled to complete the field test edition of the guide by June 30, 1988. The guide will be field tested by home economics classroom teachers during the 1988-89 academic year. This project is supported by a grant from the New Jersey Department of Education, Division of Vocational Education.

We want to be certain that the objectives, strategies and resources included in the guide are relevant and appropriate for you and the students you serve. You can assist us in this effort by asking your students and/or students of your colleagues to respond to questions like the ones included on the attached sheet.

We have developed some sample questions for three of the ten topics that will be included in the guide. We would appreciate your deciding on questions that are related to the remaining seven topics, if appropriate for the student population you serve. Your students' responses will be used in developing the curriculum guide. Please return your responses to me before Friday, January 29, 1988.

We appreciate your assistance in developing high quality programs for home economics educators in the state of New Jersey.

Sincerely,

Vivian Gunn Morris

Vivian Gunn Morris, Ph.D.
Project Coordinator,
School Age Parents Project

Enclosure

VGM/cdm

P.S. Watch for our flyer in the mail concerning the spring workshops scheduled for April 23, May 14 and June 4, 1988. The flyers will be mailed in February.

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GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

SCHOOL AGE PARENTS PROJECT

QUESTIONS FOR STUDENTS

DIRECTIONS: Select questions from the items suggested below or use others you may develop that are related to the ten topics listed. Consider using the following guidelines as you request responses from your students:

- o Ask each class to respond to only <u>one</u> (1) question per week.
- o Select different questions for each section of your classes in order to cover a variety of topics. Use your own questions if the ones listed are not appropriate for your students.
- o Students' responses may be recorded on index cards. Make certain that you attach a copy of the question to each set of students' response cards.

Please return your responses <u>before Friday, January 29,</u> 1988, to:

Dr. Vivian Gunn Morris
201 Barclay Circle
Cheltenham, PA 19012

Your assistance with the project is greatly appreciated.

---

1. Nutritional needs:
   a) List the 10 foods you eat most commonly or most often.
   b) Many teens do not eat the most nutritional foods. What problems do you have getting an adequate diet?
   c) Describe a problem situation you have had or observed in getting a small child to eat.

2. Health and Safety.
   a) Describe an unsafe situation that you or someone in your household experienced within the past few weeks.

3. Risk and Consequences of Teenage Pregnancy.
   a) What was your reaction to your pregnancy when you found that you were pregnant? (then)
   b) What fears do you have now that you are pregnant?
   c) What do you think you will be doing one year from now?
   d) How has being pregnant changed you life?
   e) What do you know about AIDS?
   f) Describe a discipline problem you have had or observed involving a child.

over please...

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Questions for Students Cont...

g) What makes you happy?
h) What makes you sad?
i) Describe a problem you have had because you are pregnant.
j) Describe a problem you had recently in which you needed someone's help but were not able to get it.
h) What things do you do best?

PLEASE DEVELOP YOUR OWN QUESTION(S) FOR TOPICS LISTED IN ITEMS 4-10.

4. *Human Sexuality - anatomy, birth control, sexually transmitted diseases, AIDS education.*

5. *Child Development and Parenthood - focus on infants, toddlers and preschoolers, single parenthood.*

6. *Family life as a means of personal and group fulfillment.*

7. *Relationships - with families, significant others, and baby's mothers/father.*

8. *Managing - school, family and work roles.*

9. *Self-concept - values, respect, love, feeling, communication, non-sexual alternatives for success and growth, responsible decision-making.*

10. *Consumer Education/Community Resources - financial planning, budgeting, using services of community agencies to meet needs of individuals and families, i.e., AFDC, medicaid, WIC, food stamps, child care, housing, transportation, legal services, mental health services.*

NOTE: Please share the extra copies of this questionnaire with colleagues and feel free to duplicate additional copies as needed.

APPENDIX E

Evaluation Forms
Field Test Response Form

GLASSBORO STATE COLLEGE
Department of Home Economics
Glassboro, NJ 08028

WORKSHOP #1
April 23, 1988

TECHNICAL ASSISTANCE WORKSHOPS: DEVELOPING RELEVANT CURRICULUM FOR PREGNANT SCHOOL-AGE AND PARENTING STUDENTS

PLEASE COMPLETE THIS FORM. Your feedback is requested to help us improve our services. Also, our project grant requires us to seek and use participant feedback.

Thank you.

TELL US ABOUT YOUR ROLE:

< > Teacher
< > Counselor
< > Supervisor
< > Administrator

TELL US ABOUT THE STUDENTS YOU SERVE DIRECTLY:

< > Elementary (K-6)
< > Middle School (5-8)
< > Secondary (7-12)
< > Comprehensive (K-12)
< > Post-Secondary
< > Adult
< > Professional Educators
< > Other

WHERE ARE YOU EMPLOYED?

County: _____
District: _____
Other than local school district: _____

****

Please circle the number that best represents your feelings both BEFORE and AFTER today's workshop -- one is low and five is high.

****

	BEFORE	AFTER
1. How comfortable are you with your ability to identify home economics content and skills relevant to meeting the needs of school-age pregnant and parenting students?	1 2 3 4 5	1 2 3 4 5
2. How knowledgeable are you about accessing resources to meet the needs of school-age pregnant and parenting students?	1 2 3 4 5	1 2 3 4 5
3. To what extent do you feel that you can impact the lives of the school-age pregnant and parenting students in your home district?	1 2 3 4 5	1 2 3 4 5
4. How comfortable are you with the process of implementing the curriculum designed to enable home economics teachers to meet the needs of school-age pregnant and parenting students?	1 2 3 4 5	1 2 3 4 5

<<OVER PLEASE>>

PLEASE EVALUATE THE WORKSHOP SESSIONS (one is low, five is high)

5. SCHOOL-AGE PREGNANT STUDENTS IN NEW JERSEY: THE CONSEQUENCES OF UNMET NEEDS

How well did the workshop presentation address the issue?
1 2 3 4 5
How closely did the speaker adhere to the topic?
1 2 3 4 5
How would you rate the speaker's knowledge of the material?
1 2 3 4 5
How relevant was the information for you?
< > directly applicable to my work responsibilities
< > indirectly related to my work
< > may not be useful in my present job

6. PROGRAMS FOR SCHOOL-AGE PREGNANT STUDENTS IN NEW JERSEY

How well did the workshop presentation address the issue?
1 2 3 4 5
How closely did the panel adhere to the topic?
1 2 3 4 5
How would you rate the panel's knowledge of the material?
1 2 3 4 5
How relevant was the information for you?
< > directly applicable to my responsibilities
< > indirectly related to my work
< > may not be useful in my present job

7. STRATEGIES AND RESOURCES FOR MEETING THE NEEDS OF SCHOOL-AGE PREGNANT STUDENTS IN YOUR CLASSROOM: SHAPING A CURRICULUM

How well did the workshop presentation address the issue?
1 2 3 4 5
How closely did the speakers adhere to the topic?
1 2 3 4 5
How would you rate the speakers' knowledge of the material?
1 2 3 4 5
How likely are you to use the suggested in-class activities?
< > very likely < > not likely
< > somewhat likely < > not sure at this time
How likely are you to use the strategies for the development of a home-school-community component to support the needs of the target population?
< > very likely < > not likely
< > somewhat likely < > not sure at this time

COMMENTS:

GLASSBORO STATE COLLEGE
Department of Home Economics
Glassboro, NJ 08028

WORKSHOP #2
MAY 14, 1988

TECHNICAL ASSISTANCE WORKSHOPS: DEVELOPING RELEVANT CURRICULUM FOR PREGNANT SCHOOL-AGE AND PARENTING STUDENTS

PLEASE COMPLETE THIS FORM. Your feedback is requested to help us improve our services. Also, our project grant requires us to seek and use participant feedback.

Thank you.

TELL US ABOUT YOUR ROLE:

< > Teacher
< > Counselor
< > Supervisor
< > Administrator

TELL US ABOUT THE STUDENTS YOU SERVE DIRECTLY:

< > Elementary (K-6)
< > Middle School (5-8)
< > Secondary (7-12)
< > Comprehensive (K-12)
< > Post-Secondary
< > Adult
< > Professional Educators
< > Other

WHERE ARE YOU EMPLOYED?

County: _____
District: _____
Other than local school district: _____

****

Please circle the number that best represents your feelings both BEFORE and AFTER today's workshop -- one is low and five is high.

****

	BEFORE	AFTER
1. How comfortable are you with your ability to identify home economics content and skills relevant to meeting the needs of school-age pregnant and parenting students?	1 2 3 4 5	1 2 3 4 5
2. How knowledgeable are you about accessing resources to meet the needs of school-age pregnant and parenting students?	1 2 3 4 5	1 2 3 4 5
3. To what extent do you feel that you can impact the lives of the school-age pregnant and parenting students in your home district?	1 2 3 4 5	1 2 3 4 5
4. How comfortable are you with the process of implementing the curriculum designed to enable home economics teachers to meet the needs of school-age pregnant and parenting students?	1 2 3 4 5	1 2 3 4 5

<<OVER PLEASE>>

PLEASE EVALUATE THE WORKSHOP SESSIONS (one is low, five is high)

5. HELPING SCHOOL-AGE MOTHERS COPE WITH CHANGES IN RELATIONSHIPS WITH SIGNIFICANT OTHERS: STRATEGIES FOR CLASSROOM TEACHERS

How well did the workshop presentation address the issue?
1 2 3 4 5

How closely did the speaker adhere to the topic?
1 2 3 4 5

How would you rate the speaker's knowledge of the material?
1 2 3 4 5

How relevant was the information for you?
< > directly applicable to my work responsibilities
< > indirectly related to my work
< > may not be useful in my present job

6. CONNECTING WITH COMMUNITY AGENCIES TO MEET THE NEEDS OF SCHOOL-AGE MOTHERS AND THEIR CHILDREN

How well did the workshop presentation address the issue?
1 2 3 4 5

How closely did the panel adhere to the topic?
1 2 3 4 5

How would you rate the panel's knowledge of the material?
1 2 3 4 5

How relevant was the information for you?
< > directly applicable to my responsibilities
< > indirectly related to my work
< > may not be useful in my present job

7. STRATEGIES AND RESOURCES FOR MEETING THE NEEDS OF SCHOOL-AGE MOTHERS IN YOUR CLASSROOM: SHAPING A CURRICULUM

How well did the workshop presentation address the issue?
1 2 3 4 5

How closely did the speakers adhere to the topic?
1 2 3 4 5

How would you rate the speakers' knowledge of the material?
1 2 3 4 5

How likely are you to use the suggested in-class activities?
< > very likely < > not likely
< > somewhat likely < > not sure at this time

How likely are you to use the strategies for the development of a home-school-community component to support the needs of the target population?
< > very likely < > not likely
< > somewhat likely < > not sure at this time

COMMENTS:

GLASSBORO STATE COLLEGE
Department of Home Economics
Glassboro, NJ 08028

WORKSHOP #3
JUNE 4, 1988

TECHNICAL ASSISTANCE WORKSHOPS: DEVELOPING RELEVANT CURRICULUM FOR PREGNANT SCHOOL-AGE AND PARENTING STUDENTS

PLEASE COMPLETE THIS FORM. Your feedback is requested to help us improve our services. Also, our project grant requires us to seek and use participant feedback.

Thank you.

TELL US ABOUT YOUR ROLE:

< > Teacher
< > Counselor
< > Supervisor
< > Administrator

TELL US ABOUT THE STUDENTS YOU SERVE DIRECTLY:

< > Elementary (K-6)
< > Middle School (5-8)
< > Secondary (7-12)
< > Comprehensive (K-12)
< > Post-Secondary
< > Adult
< > Professional Educators
< > Other

WHERE ARE YOU EMPLOYED?

County: _____
District: _____
Other than local school district: _____

****

Please circle the number that best represents your feelings both BEFORE and AFTER today's workshop -- one is low and five is high.

****

	BEFORE	AFTER
1. How comfortable are you with your ability to identify home economics content and skills relevant to meeting the needs of school-age pregnant and parenting students?	1 2 3 4 5	1 2 3 4 5
2. How knowledgeable are you about accessing resources to meet the needs of school-age pregnant and parenting students?	1 2 3 4 5	1 2 3 4 5
3. To what extent do you feel that you can impact the lives of the school-age pregnant and parenting students in your home district?	1 2 3 4 5	1 2 3 4 5
4. How comfortable are you with the process of implementing the curriculum designed to enable home economics teachers to meet the needs of school-age pregnant and parenting students?	1 2 3 4 5	1 2 3 4 5

<<OVER PLEASE>>

PLEASE EVALUATE THE WORKSHOP SESSIONS (one is low, five is high)

5. SCHOOL-AGE FATHERS IN NEW JERSEY: THE CONSEQUENCES OF UNMET NEEDS

How well did the workshop presentation address the issue?
1 2 3 4 5
How closely did the speaker adhere to the topic?
1 2 3 4 5
How would you rate the speaker's knowledge of the material?
1 2 3 4 5
How relevant was the information for you?
< > directly applicable to my work responsibilities
< > indirectly related to my work
< > may not be useful in my present job

6. PROGRAMS AND RESOURCES THAT WORK: SUCCESSFUL PROGRAMS FOR SCHOOL-AGE FATHERS

How well did the workshop presentation address the issue?
1 2 3 4 5
How closely did the panel adhere to the topic?
1 2 3 4 5
How would you rate the panel's knowledge of the material?
1 2 3 4 5
How relevant was the information for you?
< > directly applicable to my responsibilities
< > indirectly related to my work
< > may not be useful in my present job

7. STRATEGIES AND RESOURCES FOR MEETING THE NEEDS OF SCHOOL-AGE FATHERS IN YOUR CLASSROOM: SHAPING A CURRICULUM

How well did the workshop presentation address the issue?
1 2 3 4 5
How closely did the speakers adhere to the topic?
1 2 3 4 5
How would you rate the speakers' knowledge of the material?
1 2 3 4 5
How likely are you to use the suggested in-class activities?
< > very likely < > not likely
< > somewhat likely < > not sure at this time
How likely are you to use the strategies for the development of a home-school-community component to support the needs of the target population?
< > very likely < > not likely
< > somewhat likely < > not sure at this time

COMMENTS:

ATTACHMENT ONE

Comments from April 23, 1988 Workshop

1. While there was humor in Ms. Wilson's remarks regarding being a lapsed Catholic and there is no more Immaculate Conception, I found it offensive and it turn me off for the rest of the address. I believe Catholics only believe in one Immaculate Conception!

   As usual, participants are more in touch with reality. The State is in an Ivory Tower. You should plan these from the District up not the State down.

   The message from the State Department Of Education is very clear.... The HSPT is important.

   This is an advisor on the Governor's panel! We are in deep trouble. It is essential that children of teenage mothers get pre-school education in order to reduce the number of classified students.

2. Presented many challenges.

3. The first part was interesting but the second part, going over the modules, was extremely boring. Sorry.

4. A list of programs, places, or people to contact who have successful programs or can help with beginning one [would be helpful].

   [A comment associated with the query: "how likely are you to use the strategies for the development of home-school-community component to support the needs in the target area population?" was] simply need support and funds!

5. [In response to question seven on "strategies and resources for meeting the needs of school-age pregnant students in the classroom"] the speaker was mainly "how to teach" (new teacher ideas). I'd rather she speak to the newly written curriculum. I can read the pages and I can comprehend what to do. I don't need someone to read it to me.

6. Need more directed, hard hitting presentations by educational professionals. Speakers "seemed" to ramble - did they have their speech outlined to identify by points? We can read curriculum!

7. We can read materials! Time should not be wasted on reading to us!

8. I became distracted when speakers read to me. The morning presenters were excellent but Dr. Elaine Douma turned me off completely by reading and editing the text.

9. Need better use of time?

10. More needs to be said about attitudes of teachers and other adults who relate to pregnant teens and parents. The idea that "if things are too easy for these students, too many others will become pregnant" [is] false! Ms. Ann Wilson said this but more should be said. More emphasis should be placed on the importance of shaping a new life.

11. Modules are great!! Relevance to HSPT is a wonderful approach. Not much math related but book called Math Applications In The Home from Albuquerque's Teenage Program - A New Beginning is an excellent alternative.

12. Until we begin to address the roots of teenage pregnancy it will a large problem! As well as programs to assist pregnant teenagers... there needs to be an emphasis on prevention! Just as we attempt to deal with the multitude of problems after pregnancy, we need to address the multitude of problems that lead up to it before we can see a sizeable decrease in teenage pregnancy. At this point no one wants to examine this challenge and adopt programming on a wide scale to handle it. We only seek to help teenagers after they are pregnant.

    Good resource handouts.

13. This presentation was very depressing [Strategies and Resources for Meeting the Needs of Pregnant Students]. The Home Economist is not "qualified" to carry on any of these "great programs." The ideas are great but when and where will they begin? Between the HSPT, increase in graduation requirements with social studies and science, where can the Home Economist fit in? We aren't even allowed to teach sex education - the physcial education people are doing it. We are more qualified.

[A comment related to question seven on "strategies and resources for meeting the need of school-age pregnant students in your classroom: shaping a curriculm" was] it was not necessary to read the module aloud. I can read.

14. My main concern has not been addressed with this workshop. It is: how can we prevent teenage pregnancy? Another concern is: so many requirements are demanded of high school student that home economics is pushed out of the total curriculum picture. Most Home Economic Teachers are in danger of being pushed out of jobs because of this. This area (Home Economics involvement in teenage pregnancy) is a necessity in today's school systems. How can we make this a priority with our boards of education?

15. This program gave me some good ideas of contact people to get in touch with to help strenghten the program in our district.

16. [In response to the query "how likely are you to use the strategies for the development of a home-school-community component to support the needs of the target population?"] very likely to use them <u>individually</u> but not likely to use them <u>as a group</u>. We don't have the numbers (2-3 per year) to implement a special program but I will work individually with the students.

17. Very interesting and extremely benefical for myself as a student in the Home Economics Education curriculm.

18. Excellent programs. Very worthwhile. I wish I'd brought other school personnel with me!

    [In response to the Query "how relevant was the information for you?"] Indirectly related to my work. No special classes for family life and/or child development in my school. [She indicated that she worked in a secondary school, grades 9-12.]

19. Too much page by page reading.

NOTE: Comments in braces added by the researcher.

ATTACHMENT TWO

Comments from May 14, 1988 Workshop

1. Very stimulating speakers/topics - second half!

2. Dr. Waroby did not give any strategies for classroom teachers.

3. Although I do not have the Pregnant Curriculum, this is helpful because I do have pregnant students in our regular class.

4. Well thought out workshop. Learned and shared experiential similarties and differences from colleaques representing different school systems. A challenging experience in servicing pregnant adolescents.

5. Future Workshop - So many of us are now Special Education teachers - how do we adapt our work for PI, NI, CH etc.? Trial and error is too frustrating and time consuming.

6. Excellent! I thoroughly enjoyed.

7. Very worthwhile day. Stimulated me to go back and work harder to meet the real need of adolescents.

8. Interesting information gained this session. Many of my own ideas were supported by Dr. Woroby's study. Very interesting!

9. Very informative handouts. Research on mother daughter relationships was eye opening. Excellent resource information - extremely knowledgable speakers - Carol Womack - very informative - good speaker.

ATTACHMENT THREE

Comments from June 4, 1988 Workshop

1. Well done - Interesting - Would that we could all put information into action and solve the problems.

2. I throughly enjoyed both Dr. Worobey's and Mr. Willis' presentations. Excellent job!

3. We could have done without Ms. Andre. She spent too much time doing nothing. Some of her busy time should have been alloted to Mr. Willis or Dr. Dauma.

4. Three sessions are difficult to fit into my needs at home. Could a one or two day meeting work?

5. It was an enlightening and mind-boggling film - "Teen Fathers: The Unforgotten Half."

6. Enjoyed the "tape." Would be useful for classroom to generate discussion.

7. Did Les Willis talk on the topic, "School-Age Fathers in N.J.: The Consequences of Unmet Needs?" I thought he was excellent in what he presented.

8. Information received is very good (modules). However, tone of workshop was very slow, boring.

9. I enjoyed all the speakers and the panel discussions.

10. I'm not aware of a program of this type in my district, but I think it is worthwhile and needed.

11. Church based program for Teen Fathers! I'd like to show the film (video) to parent groups and plan a series of workshops - invite community!

GLASSBORO STATE COLLEGE
DEPARTMENT OF HOME ECONOMICS
GLASSBORO, NEW JERSEY 08028

FIELD TEST RESPONSE FORM - FALL 1988

DEVELOPING RELEVANT CURRICULUM FOR PREGNANT
AND PARENTING SCHOOL-AGE STUDENTS

Name:_____Title_____

School:_____

Address:_____

_____Zip Code_____County_____

Grade Levels Taught_____

Phone ( )_____Ext._____Home Phone ( )_____

Please choose a minimum of five (5) topical areas that you plan to teach during the 1988 fall semester. Write the number 1 next to your first choice and 5 next to your last choice.

_____1. Nutritional Needs

_____2. Health and Safety

_____3. Risks and Consequences of Teenage Pregnancy

_____4. Human Sexuality

_____5. Child Development and Parenthood

_____6. Family Relations

_____7. Relationships with Families and Significant Others

_____8. Managing School, Family and Work Roles

_____9. Understanding Self and Others

_____10. Consumer Education and Community Resources

GLASSBORO STATE COLLEGE
Home Economics Department Glassboro, New Jersey 08028-1755 (609) 863-7041

June 30, 1988

Dr. Lloyd Newbaker
Acting Assistant Commissioner
Of Education
Division of Vocational Education
CN 500
Trenton, NJ 08625-0500

Dear Dr. Newbaker:

Enclosed are three copies of the final narrative report for the Urban Curriculum Relevance Project conducted by the Department of Home Economics at Glassboro State College. Copies of the field test edition of the "Curriculum Guide for School-Age Pregnant and Parenting Students" will be mailed to your office as soon as they are printed. The final financial report will be submitted by the appropriate college official.

We appreciate having the opportunity to serve the teachers of the state in improving classroom instruction. We look forward to continuing our efforts with the field test of the curriculum guide during the 1988-89 academic year.

Sincerely,

Lois L. Winand

Lois L. Winand, Ed.D.
Project Director

Vivian Gunn Morris

Vivian Gunn Morris, Ph.D.
Project Coordinator

Enclosure

cc:Rosemary Harzmann
Elizabeth Moore
Eileen Weisgerber

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